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ABSTRACT

A brief list of questions is offered as a checklist for local school districts who have developed a language arts curriculum plan and who want to appraise their work. The questions elicit information on curriculum design, key components and elements of the curriculum plan, teacher role, continuity, sequence, flexibility, implementation, and evaluation. (RL)

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AFTER CURRICULUM DEVELOPMENT--THEN WHAT?
English/Communication Arts

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INTRODUCTION:

Now that you've developed a curriculum plan, here are some questions designed to aid a local school district's self appraisal.

DESIGN

1. What is the overall design or organizational pattern of your curriculum? The following are some major language arts design possibilities. Check which one best describes what your curriculum team has developed.

CHECK

Strands--Grammar and usage; Language study (dictionary, semantics); Literature; Speaking; Writing; Mechanics (spelling, punctuation, handwriting) ____

Skills--Reading; Writing; Speaking; Listening; Non-verbal Communication ____

Tripod--Language; Literature; Composition ____

Units--Topics; Themes; Genre Study ____

Language Activities or Processes-- ____

LANGUAGE

RECEPTIVE		EXPRESSIVE
(Decoding) COMPREHENDING	(Encoding) COMPOSING	
Listening--	--Speaking	
Observing--	--Drama	
Viewing--	--Visual Constructs	
Reading--	--Writing	

Other--Integrated with other subjects; Language Experience; Humanities Approach; Communication Problems/Solutions ____

KEY COMPONENTS/ELEMENTS OF THE PLAN

2. What curricular elements does your overall plan contain? The following list are common elements found in a recent random analysis among curriculum guides. The list may neither be definitive or comprehensive, but it can help you spot missing parts of your design. Check the appropriate response per element.

	YES	NO	MAYBE	NOW IN PROCESS	FOR NEXT YEAR
a. Statement of Philosophy/Justification/Rationale	—	—	—	—	—
b. Concepts	—	—	—	—	—
c. Goals	—	—	—	—	—
d. Description of Course Content	—	—	—	—	—
e. General or Course Objectives	—	—	—	—	—
f. Content Course Outline, Units, Topics	—	—	—	—	—
g. Student Objectives, Learner Outcomes	—	—	—	—	—
h. Skills	—	—	—	—	—
i. Student Activities, Materials, Experiences	—	—	—	—	—
j. Student Evaluation	—	—	—	—	—
k. Levels	—	—	—	—	—
l. Continuity-Key (recurring emphasis)	—	—	—	—	—
m. Sequence (breadth and depth)	—	—	—	—	—
n. Teacher Role	—	—	—	—	—
o. Teacher Strategies, Procedures	—	—	—	—	—

	YES	NO	MAYBE	NOW IN PROCESS	FOR NEXT YEAR
p. Teacher Comments, Suggestions, Evaluations	—	—	—	—	—
q. Course/Program Evaluation	—	—	—	—	—
r. Materials, Resources, Bibliography	—	—	—	—	—
s. Conditions	—	—	—	—	—
t. Time Blocks	—	—	—	—	—
u. Discussion of Evaluation	—	—	—	—	—

COMMENT:

Your above checklist will help prompt some added questions and still suggest next year's curriculum development tasks. On the other hand, as a committee you may decide on a simple format befitting your needs.

	YES	NO	MAYBE	NOW IN PROCESS
TEACHER'S ROLE				
3. Is the teacher's role defined or described in terms of instruction, special approaches, or emphasis?	—	—	—	—
4. Does the teacher play a role as commentator/evaluator during the plan's implementat	—	—	—	—

	YES	NO	MAYBE	NOW IN PROCESS
CONTINUITY				
5. a)Does your plan provide for recurring emphasis or continuity?	___	___	___	___
b)If so, what other strategies have you designed to insure this? (Meetings, testing, etc.)				
SEQUENCE				
6. Does your plan offer sequence; that is, breadth and depth of content, skills, or objectives?	___	___	___	___
FLEXIBILITY AND BALANCE				
7. Does your plan offer flexibility and a balance? How are these concerns directly addressed in the curriculum itself?	___	___	___	___
IMPLEMENTATION/MONITORING				
8. a)Does your curriculum specifically designate formal and informal ways which help you monitor its use?	___	___	___	___
b)How do you know if the curriculum plan is being used and to what extent?				

DESCRIBE BRIEFLY:

c)How will you know what effects your curriculum is having on:

1. teacher methods, emphasis, or attitudes
2. student outcomes
3. subject content

DESCRIBE BRIEFLY:

	YES	NO	MAYBE	NOW IN PROCESS
EVALUATION				
9. a)Is there a description of the suggested purposes for evaluating students?	—	—	—	—
b)Does the plan contain specific formal and informal methods whereby student impact is measured?	—	—	—	—
c)Are there specific procedures described or a proposed schedule for evaluation given?	—	—	—	—
d)Are suggestions provided for the analysis and use of evaluation results?	—	—	—	—
e)Does the plan address teacher evaluation of the curriculum plan itself?	—	—	—	—

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